



Pilot Examiner Quarterly

A Quarterly Journal for Designated Pilot Examiners
ISSUE 08 SEPTEMBER 2018



Designee Management System

by Bruce Rengstorf

AFS-650 Delegation Program Branch

You may know that the designee management system (DMS) is on its way for designated pilot examiners (DPE). In fact, some of you may already be using DMS. DMS is a system that combines policies (FAA Order 8000.95) and an online tool for managing designees. In addition to the policy and the tool, there are very detailed job aids to assist both the designee and the Managing Specialist (MS) with the processes in DMS.

For those of you that are not using DMS yet, here's some information on how it affects you as a designee. While your principal inspector (called managing specialist in DMS) will have more functions and responsibilities in DMS than you will, you, as a DPE, will have some requirements in the system.

For example, the biggest requirement, is that you must complete a pre-approval prior to any test or check you are going to conduct under your authority as a DPE. Because current policy has a requirement for you to notify your managing office prior to conducting any authorized activity, this is not a new requirement; however, you will now be required to enter the information about the test into DMS. Then, following completion of the activity, you will complete a post-activity report. Much of the information for the post-activity report is auto loaded from the preapproval, therefore requiring minimal input from you. You can get more information, and work out additional details for preapprovals and post-activity with your MS after you are deployed into DMS.

Additional functionality for designees, although less frequently used than initiating a preapproval and completing a post-activity, includes:

- requesting additional authorizations,
- viewing previous activity, and
- voluntary surrender of your designation.
- The system also has a messaging function to keep you informed of pending actions, or to contact your MS.

While this technology may be new to you, designees have been using DMS since 2014. For Flight Standards, designated mechanic examiners (DME), designated parachute rigger examiners (DPRE), and designated airworthiness representatives – maintenance (DAR-T) are finishing their deployments, which began in January of 2018. The feedback from the designees and the FAA inspectors alike has extremely positive. Some comments include:

- The entire system is very easy to understand. Kudos to the developers of this program!
- DMS appears to be a well-designed program and easy to use.
- Easy to input information and it's nice the system forwards the information to the next person required to complete a function.
- So easy to use. Wish other programs were this user friendly.

If you have not already received information on DMS, including a training course available for DPEs, expect that soon. In addition, it will be necessary for you to provide some information to your MS to ensure a smooth transition into DMS. More notifications concerning DMS are coming soon through The Designee Registration System, and via the email addresses we have on file for you so keep an eye out for those with more information to help you through the transition. Any questions about DMS can be directed to :

9-AFS-650-DMS-Feedback@faa.gov -PEQ

this issue

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Mission- Aviation Safety

In effort to assist DPEs in their daily tasks and keep them up-to-date on the latest developments in pilot certification, we created the Pilot Examiner Quarterly. This publication will address some of the problems and concerns that we have encountered in the field and offer solutions and best practices. We will also discuss recent and upcoming changes affecting the pilot certification process.

WEB Resources

- https://www.faa.gov/about/office_org/headquarters_offices/agc/practice_areas/regulations/interpretations/
- <http://www.faa.gov>
- <https://av-info.faa.gov/DsgReg/Sections.aspx>
- <http://fsims.faa.gov/>
- https://www.faa.gov/about/office_org/headquarters_offices/avs/offices/afx/afs/afs600/afs630/
- https://www.faa.gov/pilots/training/airman_education/



The wise adapt themselves to circumstances, as the water and air shape themselves to the vessels that float upon them. --a slight twist on a Chinese proverb

Introductions!



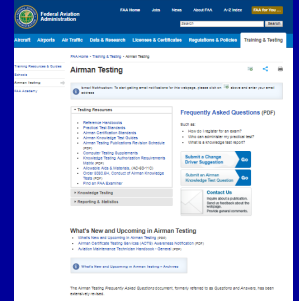
was selected as a General Aviation Principal Operations Inspector in the Jackson, MS FSDO. A few years later, he had the opportunity to work for the Airman Training and Certification Branch (AFS-810). While there, he worked on various projects such as the Student Pilot Application Rule, Airman Certification Standards (ACS) development, and the Part 107 Implementation online training course development. In 2016, Mr. McClure had the opportunity to transition his career into management within the FAA by accepting the position of GA Operations Frontline Manager in the Jackson, MS FSDO. This position as FLM helped prepare him to lead and manage our Designee Standardization Branch. Trey values the important role our designees fulfill as representatives of the Administrator and looks forward to working with our team to provide the best, most up-to-date training possible to prepare designees to continue performing their tasks as representative of the FAA.

We are proud to introduce Mr. Trey McClure as our new AFS-640 Designee Standardization Branch Manager. You will notice his signature on your certificates with any courses/training completed by our branch. You might also meet Mr. McClure in a seminar face to face or virtually as one of his goals is to make himself accessible to our applicants and designees. He leads us with much education and experience in Aviation. Interestingly, his love for general aviation started at an early age and grew through his college years. Working and training in general aviation gave him opportunities to develop passions for teaching and promoting aviation safety. Mr. McClure began with the FAA as a General Aviation Safety Inspector. After a year, he



We are also proud to introduce Ms. Kieran O'Farrell. Since July 2018, Ms. O'Farrell has been appointed as the Acting Manager of AFS-630 the Airman Testing Standards Branch, while Mr. Larry West serves as the Acting Manager of the Regulatory Support Division. Kieran has been a pilot since high school; earned her seaplane rating in 1982; and flew floatplanes for 24 years

in Alaska. Kieran joined the FAA, in 2006, as an Operations Aviation Safety Inspector, and went on to become a Regional Safety Program Manager, FAA Safety Team Program Manager, Frontline Manager, and most recently, Acting Manager for the General Aviation and Commercial Division's GA Operations Branch. She also serves on the General Aviation Joint Steering Committee. We are confident her passion and enthusiasm for furthering aviation safety, her extensive and unique flying experience, and her expert people skills will be a great addition to the Airman Testing team!



What's New and Upcoming in Airman Testing?

You can find out with a few simple clicks of your mouse!

Please visit the [Airman Testing Web page](#) to learn the latest on the [Airman Certificate Testing Service](#), find a multitude of [Testing Resources](#), including [Airman Certification Standards](#), and get answers to [Frequently Asked Questions](#) about certification, knowledge and practical testing, and training.

Comments may be sent to: afs630comments@faa.gov



Questions Answers Comments about Designee Policy?

In an effort to make communication easier between designees and the designee policy holder, AFS-650 Delegation Program Branch, an email box has been established for stakeholders to communicate their questions, comments and concerns about designee policy.

9-AMC-Designee-Questions-Comments-Concerns@faa.gov

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A New Generation

A DPE Perspective
By Julie Paasch DPE

If the air would have been a little cooler that day I could have seen the steam rising from the applicants head after she landed 400 feet short on her short field landing. Despite the unsatisfactory performance of that maneuver, she elected to continue the checkride. She gave me the silent treatment for a while, followed by throwing her hands around to make sure I knew she was angry. After several attempts to calm her down and trying to let her know this is a “first world problem” life will go on and treat it as a learning experience. She still was not receptive. During the debrief she did not care to hear a word I had to say. Even the FAA Inspector that was observing was trying to talk to her and she just sat there with her arms crossed and wouldn’t make eye contact.

Many of the applicants I test are younger people between the ages of 18 and 25. Most are planning to have careers as professional pilots. Sometimes, these younger applicants can present unique problems to the examiner. I’ve noticed that many have no desire to excel. They just want to get by and take the pathway of least resistance and do as little preparation as necessary to pass. There are many theories as to why. From “helicopter parents,” lack of accountability and little life experience or the indiscretions of

youth. So, what can we do as examiners to ensure that we do a thorough evaluation? How do we see that they understand what will be required of them in the real world? How do we keep our tests unique and valid?

First, Examiners should ALWAYS hold the applicant accountable. Explain in detail the importance and reason of the practical test failure or pass. Specifically, it is helpful for someone to see how it affects his or her long-term goals. “I thought you let me get away with it,” these were the words out of the mouth of a an Initial CFI applicant as we debriefed about his unsatisfactory performance. Even after his second attempt, he still was not being accountable and didn’t seem to put in much effort to try to meet the standards. He was just trying to do the bare minimum.

Second, make sure they understand. As an example, many young applicants are excellent at manipulating and controlling technology. Be careful to fully evaluate them on their Automation Management. Often they don’t always understand what the technology is telling them. One example, on ForeFlight, they don’t know how it calculates Magnetic Course, True course or Magnetic heading. Some of them also get so engrossed in the technology that it becomes a distraction and they forget the number one priority is to fly the



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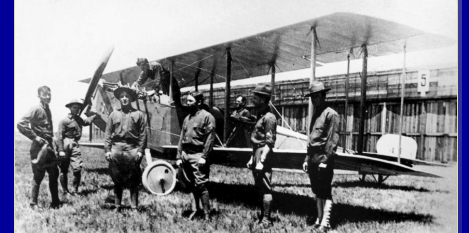
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SEPTEMBER

IN AVIATION HISTORY



September 1914 (USA) — The first United States tactical air unit, the First Aero Squadron, is organized because of the August outbreak of war in Europe. Based in San Diego, California, the unit has 16 officers, 77 enlisted men, and 8 airplanes.

aircraft. I have also witnessed some google answers on their smart phone instead of trying to look answers up in their FAA publications.

Third, Some applicants will try to find a gouge on your checkride. As examiners, we have to adapt to keep the test valid. I use this as an opportunity to re-write and vary my plans of actions. I keep track of what tasks I covered at the various schools, especially on the initial CFI, and I change them often. Once, I showed up at a school to do a checkride and when I went to log in to the school computer, they had left a document up on the desktop that was titled "Julie's Commercial Checkride Gouge". This is common around the country and there are even online discussion groups and apps that rate examiners and share information about their tests.

Third, do a thorough debrief. Make sure to give the applicant recognition of what they did well. They crave compliments and this will set you up to also give them constructive criticism. Your criticism will be taken better by the applicant after you have given them those accolades.

As examiners, we are in a unique position to have a positive influence on a young person's life. Hopefully, that influence will have a lasting impact on their career.

Though we are not professional psychologists, we do have to peer into the mind of the applicant to understand what they are thinking and how they are handling certain tasks. We also determine, in the case of unsatisfactory performance, if an applicant made a simple mistake or there is a lack of understanding. Are we seeing a trend, and could that lack of understanding be systemic and related to a training problem?

It is important to understand that we must hold everyone to the same standard. These are pilots that are in the same skies we are and it's our responsibility to hold them accountable and try to change their behavior. As an FAA Designated Pilot Examiner it is also our duty to provide leadership and guidance to a new generation and the aviation community as a whole. Hopefully we can make a difference in their lives and help make safer pilots.

When the Commercial AMEL applicant, we discussed in the beginning of this article, came back to complete her re-check, she had an opportunity to calm down. She also had a chat with the Chief Pilot at her school. She actually apologized for her actions. I took the opportunity to talk to her about how she portrayed herself and how the industry would view her behavior. It felt as though she was very receptive to our conversation and I walked away feeling as though she will make some changes in the future. -PEQ



Julie Paasch is a DPE in Salt Lake City, UT; She has a B.S. in Aeronautics from UND and a Masters in Education From Westminster College. She has been an examiner for 2 1/2 years and has accumulated 4500 hours of which 2700 are dual given.



WANTED FROM

DESIGNEES / INSPECTORS INSTRUCTORS and PILOT APPLICANTS Your SUBMISSIONS!!!!

Photographs: New Pilot Certifications / General Aviation Pics

Stories,Articles,Questions Topics for Discussion: Field Experiences: What have you learned that you can share with other Examiners?

For December 2018 Issue of Pilot Examiner Quarterly. Submissions should be in electronic form and are due by COB Friday, November 30th, 2018.

Send to: todd.e.burk@faa.gov
SUBJECT: Pilot Examiner Quarterly,



Our continuing mission is to provide the safest, most efficient aerospace system in the world.

We strive to reach the next level of safety, efficiency, environmental responsibility and global leadership. We are accountable to the American public and our stakeholders.

- Safety is our passion. We work so all air and space travelers arrive safely at their destinations.
- Excellence is our promise. We seek results that embody professionalism, transparency and accountability.
- Integrity is our touchstone. We perform our duties honestly, with moral soundness, and with the highest level of ethics.
- People are our strength. Our success depends on the respect, diversity, collaboration, and commitment of our workforce.
- Innovation is our signature. We foster creativity and vision to provide solutions beyond today's boundaries.

Avoiding The Gotchas

Tales From the Field



An Applicant that holds a 61.75 Private Pilot Airplane

Adding Instrument (US TEST PASSED)

Working with an applicant that has a U.S. Pilot certificate issued based on a foreign under 14 CFR 61.75 can always be a tricky proposition. This account comes to us from a DPE in Texas...

"I met the applicant early in the morning for an instrument rating practical test. It was then that I was made aware that the applicant held a U.S. Certificate based on a foreign private pilot license and was applying for a U.S. Test Passed Instrument rating to be added to his 61.75 Certificate.

I then sat down for a comprehensive review of the necessary documents to ensure that all was in order. First, I always ask to see the letter of verification and their actual foreign

pilot certificate. There I noticed that the issuance and expiration dates on the letter and confirmed that they were still valid. It was when I began a thorough inspection of the foreign pilot's license the applicant said that he had just renewed it through his country's CAA.

What he had done was send his CAA a copy of his FAA 3rd class Medical certificate. The CAA then in turn re-issued his pilot's license based upon the FAA medical but with a restriction of "Valid for Training Purposes Only". Additional review also revealed that the license had expired before the expiration of the verification letter. This meant that the 61.75 certificate was now invalid because the limitations of the foreign license apply. Finally, his license had a limitation for operation of type specific aircraft. In this case, he could only operate the Cessna 150. The applicant had brought a Cessna-172 to the test. If he had a valid 61.75 Certificate he would still be subject to the limitations of his

foreign pilot's license. He could not act as pilot-in-command of the Cessna 172.

I advised the applicant that he would need to get his verification letter reissued based upon the new CAA certificate. I also advised him that I didn't see where he had received a 61.56 Flight Review."

A Student Pilot and an Inactive instructor

"How soon we forget"

Here is a scenario that happens much more often than you would think...

A commercial pilot is blessed with a great paying flying job with a lot of down time. (Well maybe not that part) Anyway, the lucky one...we will call him "Stan" has not been an active flight instructor for more than ten years. Nevertheless, he dutifully renews his flight instructor certificate by

One day our hero Stan is polishing up his Beech Debonair. He is approached by one of his hangar neighbors at the airport who asks if he can train his 16 year old son for his "pilot's license" in their family Cessna 120. Stan decides "well... I haven't used the certificate and some time, maybe I should give back to the aviation community". He reluctantly takes on the eager new student and agrees to train him free of charge.

Having not been active for a while, Stan is not aware that there have been significant changes since he was a young instructor building time to move to the airlines. Not only that, he has never instructed outside of the confines of a 141 flight school. When he was teaching with the school he had a syllabus and other more senior instructors to check his paperwork; bounce questions off of; and help keep him out of trouble.

Our student..."Junior" reports for his first flying lesson the following morning and Stan sits down with him to chat and make sure that he is ready to begin flight training. Junior is ahead of the game and went to an AME and got a second class medical. Stan looks at the medical and notices that it is on a white piece of paper but it doesn't say "Student Pilot Certificate". He remembers from his FIRC that there was a change in the regulation...."Uh... let's see.... yeah that's right, the AME no longer issues student pilot certificates and I just have to put the endorsements in his logbook instead of on back of the certificate." They discuss the first lesson, do a preflight inspection and go out in fly.

Junior is a quick study and Stan decides to solo him after only about 8 hours of dual flight instruction. He makes an endorsement in the "boiler plate" section in the back of Junior's logbook and sends him on his way around the pattern. After three perfect "three pointers" he congratulates Junior with a ceremonial douse with a bucket of



completing an online Flight Instructor Refresher Course (FIRC) every 24 months. He then goes to Sheryl his local DPE and pays her an administrative fee to review his application and FIRC graduation certificate and renew his certificate.

water and cuts his shirt tail for this momentous occasion.

Soon they are working on the cross-country and night portion of training and Junior's subsequent solo flights go well. Stan always looks in the back of the logbook and signs the boilerplate endorsement that most applies to the flight that Junior is doing. Soon he has flown off all the solo and dual time required and has completed his Private Pilot Knowledge test and Stan deems him ready for the practical test.

Junior goes into IACRA and registers for an account and begins to fill out an application for a Private Pilot Certificate Single Engine Land. He has no problem with it until he reaches the section "Have you ever held an FAA pilot certificate?" He thinks "Well yes... I have a second-class medical; but where is that certificate number? He asks his instructor. Stan scratches his head, picks up the phone, and calls one of his co-workers who flight instructs regularly. Through the conversation, he finds out that the paper student pilot certificates he once knew are now a plastic card. Stan's heart leaps into his throat realizing his mistake. He tells Junior to log back into IACRA and start a new application for Student pilot and Stan approves it. Two weeks later, Junior receives a notice that his temporary student pilot certificate is ready in IACRA. Stan, then has Junior finish his application for private pilot and calls Sheryl, the DPE to make an appointment for Junior's practical test.

Stan prepares Junior for his test and wants to be a good instructor so goes to the appointment with him to make sure that Sheryl has everything she needs to start the exam. They meet at Sheryl's office early in the morning. She first reviews the aircraft logbooks and all appear to be in order. She then looks at Junior's application and begins to look at his pilot logbooks. She checks his student pilot certificate, which has an issuance date of just a little over two weeks ago. She also notices that there is not a tailwheel endorsement.

"Stanley, I'm sorry but I cannot accept this application." Sheryl Says...

"Why not?" Asks Stan.

"This temporary student pilot certificate was issued a 2 weeks ago...and on top of that, Junior doesn't have a tailwheel endorse-

ment." Says Sheryl.

"Well, I did all the training. I can put the tailwheel endorsement in there now." Says Stan.

Sheryl explains. "Stan, that still wouldn't make the flight time valid. He didn't have the tailwheel endorsement required to act as pilot in command and he didn't possess a valid student pilot certificate when he conducted these solo flights. I'm afraid all of his solo time just doesn't count."

Unfortunately, for Stan and Junior, Sheryl is right. She confirms this when she calls her POI to see if there is any way they can move forward. So...What happens at this point? Who is responsible? What are the repercussions?

It was an honest mistake but legally, there could be enforcement action against both Stan and Junior and probably at least a re-examination ride for Stan. The FAA would also require Junior to re-fly all of his solo flights that were made without a valid student pilot certificate before he would be eligible for a private pilot certificate. Junior also would have to bear the expense.

A student pilot hires a qualified instructor to provide a safe environment for them to learn. Above all, the instructor must be a professional. They must have an understanding of the learning process, a knowledge of the fundamentals of teaching and an ability to communicate effectively with the student pilot. They must also have a thorough knowledge of aeronautics, regulations, and possess a keen attention to detail.

Before soloing a student 61.3 states that

"No person may serve as a required pilot flight crewmember of a civil aircraft of the United States, unless that person has in their physical possession or readily accessible in the aircraft when exercising the privileges of that pilot certificate."

In this case it would be a temporary student pilot certificate issued under §61.17

Most prospective students essentially know little if any about regulation. It is the duty of the flight instructor to educate students about the certificates and documents required when they begin their flight training. The responsibility falls upon the instructor to make sure that they meet all the regulatory

requirements when they are going to operate an aircraft solo. The flight instructor must also administer a pre-solo knowledge exam that includes applicable sections of parts 61 and 91. One of those questions should be... "What documents are required to be in your possession when acting as PIC on a solo flight?"

Stan should have taken the initiative to re-search the regulations a little closer. When he looked at Junior's Medical certificate, he was unsure but assumed that he knew the answer was that he did not need a student pilot certificate based on a vague recollection of his FIRC training. When you assume anything, you can assume trouble. A review of the regulations or a call to his local DPE or FSDO Aviation Safety Inspector would have cleared this issue up before it became a serious problem. -PEQ



DPE Information for Commercial Pilot Certification via Military Competence

Beginning on October 15, 2018, the FAA will discontinue the Military Competence-Airplane (MCA) and Military Competence-Helicopter (MCH) aeronautical knowledge tests. Military pilots or former military pilots seeking an initial FAA Commercial Pilot certificate based on military qualification will be required to take the Military Competence Non-Category specific (MCN) aeronautical knowledge test.

The Airman Certification Standards (ACS) for the MCN test will be posted to the Airman Testing Branch web [page](#) in the next few days. In addition to the new ACS, there will also be sample test questions posted and updated information in the Test Matrix that will reflect this new test. A Notice providing guidance for the MCN knowledge test is in the final stages of approval and will be distributed to evaluators who are authorized to issue Commercial Pilot Certificates based on Military Competence in accordance with 14 CFR part 61, section § 61.73. - PEQ



Upcoming Courses

Initial Designated Pilot Examiner Part 2

Section 4710	September 25-28, 2018	Oklahoma City, OK	\$480*
Section 5062	January 08-11, 2019	Oklahoma City, OK	\$480*
Section 5063	April 09-12, 2019	Oklahoma City, OK	\$480*
Section 5064	June 25-28 2019	Oklahoma City, OK	\$480*
Section 5065	September 17-20, 2019	Oklahoma City, OK	\$480*

Recurrent Designated Pilot Examiner Courses

Section 5028	October 25, 2018	Dallas, TX	\$240*
Section 5029	November 07, 2018	Honolulu, HI	\$240*
Section 5030	January 15, 2019	Portland, OR	\$240*
Section 5031	January 17, 2019	Sacramento, CA	\$240*
Section 5032	February 12, 2019	Charlotte, NC	\$240*
Section 5033	February 14, 2019	Albuquerque, NM	\$240*
Section 5034	March 05, 2019	Fredericksburg, VA	\$240*
Section 5035	March 07, 2019	Nashville, TN	\$240*
Section 5036	May 07, 2019	Portland, ME	\$240*
Section 5037	May 09, 2019	Boston, MA	\$240*
Section 5039	June, 04 2019	Des Moines, IA	\$240*
Section 5040	June 06, 2019	Grand Forks, ND	\$240*
Section 5041	July 09, 2019	Grand Rapids, MI	\$240*
Section 5042	July 11, 2019	Chicago, IL	\$240*
Section 5043	August 15, 2019	Teterboro, NJ	\$240*
Section 5044	September 10, 2019	Helena, MT	\$240*

**prices and dates are subject to change. Always check DRS for most up to date Information.*

<https://av-info.faa.gov/DsgReg/sections.aspx>



Federal Aviation Administration
AFS-640 Designee Standardization
Designee Standardization Branch

Professional Development

Professional development is an important part of any job. Keeping up with the latest technology in aviation; orders and regulatory requirements is a huge challenge .

As always check the Designee Registration System (DRS) for most current schedules. We also use DRS to keep you informed about policy changes and provide training to help you understand the latest changes.

Make sure you keep your profile up to date so you don't miss out on these notifications. Log on to:

<https://av-info.faa.gov/DsgReg/sections.aspx>

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